

Top 30 Insights into Great Business Leadership During Times of Change

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ABSTRACT

Leadership is a highly complex topic without much unbiased experimental research to provide definitive statements. Utilizing a method of reflection and discussion over a two year period on the top 30 insights into business leadership, especially during times of change, is a worthy endeavor that can provide lessons to be learned to anyone who is seeking information on leadership. This paper follows a rigorous process to establish a consensus on the top 30 insights into business leadership especially during times of change and then shares a synopsis of the discussions for each of the top insights.

KEYWORDS

Leadership, business, change-management, characteristics of leadership, leader practices.

Much has been written on leadership over the years, with the amount growing each year. One of the most challenging issues for a leader to face is times of change. It is easier to provide leadership when the economy and business environmental variables are known and stable. During times of change, however, leadership can prove lacking or demonstrate an unexpected strength that can help all move successfully through the change.

This article attempts to take all the different lessons of leadership over the past few decades and boil them down to the top 30 insights into great business leadership during times of change. During the span of a course called Insights on Business Leadership in Times of Change, the students and the teacher discussed and curated many potential lessons in leadership to come to consensus on the top 30. Those insights are presented here.

Introduction

What is Leadership? Leadership is not determined by title or position. Bill Clinton purportedly said that "Being president is like running a cemetery: you've got a lot of people under you and nobody's listening". Nor is leadership a matter of authority. Even top-level jobs with a lot of authority have been described as "not worth a bucket of warm spit".

Leadership is not measured by the size of a domain. A small business owner can be as much of a leader as the CEO of Apple. Furthermore, good leaders tend to be good followers as well. Leadership is more of a certain emotional maturity that is valuable no matter where within an organization the leader sits. Leadership is not always recognized, especially by those who don't have the skills and talents of a leader. Those with the skills and talents of a leader know the way and show the way (ala John Maxwell). They also know what needs to be done and how to get others to do it (ala Harry Trumann and Dwight Eisenhower).

Good intent matters. Leaders possess the ability to influence others, but for the right reasons. If we simply look at followers and impact of outcomes, Hitler would be described as a very good leader. But since the outcomes were negative and caused the death of millions, that would not be the kind of leadership we are describing. We also all know leaders with many followers who have the emotional stability of four-year olds, complete with temper tantrums and self-centered egos.

Leaders have resilience and dedication. Jim Collins defined the "yin and yang" of leadership as the perfect balance of personal humility and professional will (J. Collins "Level 5 Leadership"). They also see the value in others. Sam Walton said that "Outstanding leaders go out of their way to boost the self-esteem of their personnel. If people believe in themselves, it's amazing what they can accomplish" (Yihan). Steve Covey defines leadership as the ability to communicate to people their worth and potential so clearly that they come to see it in themselves (Covey).

While it's been said about leadership (and many other things) "I'll know it when I see it", that vague non-definition does not bode well for leadership research. And the history of leadership research shows it.

History of Leadership Research

Literature and resources for *leadership* has grown significantly over the years. While far from scientific, a good straw poll is the number of books on Google and Amazon over the years, as shown in Figure 1.

Source	2005	2010	2015	2020	2024
Google	30,800,000	67,700,000	104,600,000	2,930,000	6,260,000,000
Amazon	16,380	45,025	59,348	73,670	102,315

Figure 1. Number of books and resources on leadership reported by Google and Amazon
 *Some numbers have been extrapolated, shown in gray. Amazon no longer returns more than 60,000 books, and the count in 2015 was missed.

Leadership is a confusing topic for many reasons. The first point of confusion is the difference between leadership and management. Zaleznik was one of the first to posit (in an article originally written in 1977) that leadership was not the same as management (Zaleznik). Over 20 years ago, Henry Mintzberg charted the changing thinking on leadership in a special Harvard Business Review article on leadership (Mintzberg). Prior to that, most research and literature generally considered them to be the same thing. Conger and Fulmer researched that question, and found that the split was necessary due to the global business environment, increased competitive pressures, and the difficulties of indifferent employees (Conger and Fulmer). Researchers on leadership and management everywhere had to go back into their literature and categorize it as one or the other, because the terms had been used interchangeably (Rhoads "Leadership Summarized Major Points of Research").

What is the difference? Scope is a part of the answer. Buckingham noted that great managers discover what is unique about each person they manage, and capitalize on it while great leaders discover what is universal and capitalize on it. (Buckingham). The other part of the answer is what managers and leaders typically do. In Table 1, the tactical versus the strategic focus can be seen.

Typically a manager would:	Typically a leader would:
Provide structure	Use Imagination
Ask how and when?	Develop
Keep an eye on the bottom line	Talk strategy
Do things right	Instigate
Am a builder	Ask questions
Give answers	Do the right thing
Maintain	Provide support
Administrate.	Keep an eye on the horizon
Use common sense	Am an architect
Talk tactics	Ask why?

Table 1. Difference between Manager and Leader

Leadership as a research topic has not had the benefit of the sort of data analysis that natural sciences have enjoyed. Dionne, et al. took the long-term view when they wrote on a 25 year perspective on levels of analysis of leadership in research. An analysis of the articles in the *Leadership Quarterly* journal showed that multi-level data analysis techniques are used in less than one-fifth of all articles, though the majority (87%) were considered empirical. While this reveals more articles using data analysis than other leadership journals (making *Leadership Quarterly* a top premier leadership journal), the low number of multi-level data analysis techniques used is still well below the level of analysis of other fields (Dionne et al.). That doesn't mean that experimental analysis are unknown in the field of leadership. Aviolo et al. did a systematic review and meta-

analysis on 200 leadership intervention studies where the researcher overtly manipulated leadership as the independent variable through training, assignment, scenario or other means. They found that leadership interventions produced a 66% probability of achieving a positive outcome versus a 50–50 random effect for treatment participants (Avolio et al.).

Benefits of Leadership

Leadership can be economically rewarding, though some would argue it is the impact of the leader rather than the leadership itself that leads to economic gain (Phillips and Phillips). Collins identified leadership as one of the most important factors leading companies to economic success whether they have been around a long time (Collins and Porras), turning things around from mediocre to superstar (J. C. Collins), or dealing with chaotic environments (Collins and Hansen).

Abner, et al. described three different methods for assessing the return on investment (ROI) on leadership development. The methods included expert estimates, instructions on how to assign monetary values, and a ROI method that included accounting for the duration of the performance improvement, the effect size of the intervention, and the standard deviation of dollar-valued job performance among untrained employees (Abner, Valdez and Perry; Avolio, Avey and Quisenberry). Archer recommends using a balanced scorecard method (Archer; Robert. S. Kaplan and David. P. Norton; Robert S. Kaplan and David P. Norton). Phillips and Schmidt developed a specific Leadership Scorecard to measure it (Phillips and Schmidt; Offices).

There have been many studies that linked leadership programs to actual profits. McGovern describes a study conducted in Manchester involving 100 executives from Fortune 1000 companies. They attained an average (ROI) for executive leadership training that was 5.7 times the initial investment (McGovern et al.). The Corporate Leadership Council's study, *Hallmarks of Leadership Success*, revealed that organizations with top-tier leadership teams achieve 10 percent higher total shareholder return than their industry peers. In 2004, MetrixGlobal evaluated a leadership development program designed by the Center for Performance Excellence and given to Booz Allen employees. The results indicated over half (53 percent) made significant improvements. Monetary benefits were validated and rigorously documented. They found over \$3 million in increased profits. Four impact areas each produced at least a half million dollars of annualized benefit to the business—improved teamwork (\$981,980), quality of consulting (\$863,625), retention (\$626,456), and team member satisfaction (\$541,250). Given that the total, fully loaded cost of the leadership training was \$414,310, the ROI was 689 percent (Council).

The National Cancer Institute calculated the ROI of their leadership program and found that Leadership-trained are 35 percent more likely to be high performers and receive almost 40 percent more value in monetary awards. They estimated the ROI of leadership training to be between \$3.9 and \$5.5 million annually over the next five years. They also found that leadership-trained are more than twice as likely to be retained and almost half as likely to turnover. The employees managed by leadership-trained are more than twice as likely to be promoted and approximately 35 percent less likely to turnover (Estrada and Connolly).

While not an unbiased source, CEO of International Leadership Association, Steve Coats, describes a study that found a direct correlation between leadership training and financial performance, and a case where a sales division financially outperformed (17% growth versus 8% growth) the other divisions for seven of 10 years, and was in the top three all 10 years (Coats).

Coates reminds us, however, that financial improvement is not the only way to calculate ROI on leadership. The study also reported improvement in more innovation, greater initiative, the initiation and ownership of calculated risk, collaboration, self-confidence, and clarified shared values. Furthermore, opportunity costs and emotional return should not be ignored.

Ashley-Timms reported on a case regarding a leadership coaching program for the Housing and Constituencies Directorate run by Notion Business Coaching in the UK. By the completion of the third coaching session, managers reported 72 per cent increased personal productivity (65 per cent), better decision-making (77 per cent) and problem handling (81 per cent) within the first three months. Ninety-two per cent of managers stated in a follow-up that they had made progress on the majority of the actions agreed with their coach (Ashley-Timms).

Culture and leadership

One important concept to note is that leadership is culturally based. Leadership concepts and practices are deeply rooted and influenced by religions, history, and culture. Hofstede investigated how cultural conditioning impacts various aspects of employee motivations, leadership styles, and organizational behavior. He defined culture as the collective mental programming of people in a particular environment. He emphasized that culture is not a characteristic of individuals, but rather a set of shared values, beliefs, norms, and behavioral patterns ingrained in a group of people who have undergone similar education and life experiences. Culture significantly influences how individuals are motivated within an organization. Different cultures prioritize various motivators such as achievement, recognition, job security, or group harmony differently. His research highlighted that what motivates employees in one cultural context may not have the same impact in another due to differing cultural values and expectations. Hofstede argued that leaders cannot freely choose their leadership styles without considering the cultural conditioning of their followers or subordinates. Leadership styles that are effective in one culture might not be as effective or suitable in another. For instance, participative leadership might be valued in certain cultures that emphasize collectivism and group decision-making, while in other cultures with a higher power distance, autocratic leadership might be more accepted (Hofstede "Motivation, Leadership, and Organization: Do American Theories Apply Abroad?").

In his bestselling book *Culture's Consequences (Hofstede Culture's Consequences, International Differences in Work-Related Values)*, Hofstede explored the impact of national culture on work-related values. Based on extensive research, including surveys conducted among IBM employees in different nations, Hofstede identified and defined several overarching cultural dimensions, providing a framework for understanding and comparing cultural variations that influence values, attitudes, and behaviors at workplace. These dimensions include Power Distance, Individualism-Collectivism, Uncertainty Avoidance and Masculinity-Femininity. Power Distance measures the extent to which less powerful members of a society accept and expect unequal distribution of power. In cultures with high power distance, hierarchical structures are prevalent, and authority is respected and unquestioned. In contrast, low power distance cultures tend to value equality and minimize hierarchical differences. Individualism-Collectivism dimension reflects the degree of interdependence among individuals within a society. Individualistic cultures prioritize personal goals, autonomy, and individual achievements. Collectivist cultures emphasize group harmony, cooperation, and loyalty to the community or group. Masculinity-Femininity dimension examines the distribution of roles and values within a society concerning ambition, assertiveness, competitiveness, and material success (masculinity) versus nurturing, collaboration, caring for others, and quality of life (femininity). Uncertainty Avoidance assesses a society's tolerance for uncertainty and ambiguity. Cultures with high uncertainty avoidance tend to be more resistant to change, prefer clear rules and structures, and have a higher level of anxiety about the unknown. Conversely, cultures with low uncertainty avoidance are more adaptable, open to change, and comfortable with ambiguity.

The cultural differences between the East and the West are probably the deepest in the world (Hsu). In exploring the differences, Hofstede and Bond studied the influence of Confucian values on economic growth in East Asian countries. Confucianism, emphasizing hierarchical relationships, virtue, and societal stability through benevolent behavior and perseverance, significantly shapes societal values and business practices in China, Japan, South Korea, Taiwan, and Singapore. Realizing the inherent problems of using Western management theories to study Eastern business practices, Michael Bond collaborated with a group of Chinese social scientists to develop a 40-item Chinese Value Survey (CVS) to understand Chinese values distinct from Western values. The CVS revealed 3 dimensions similar to Hofstede's cultural dimensions, including Power Distance, Individualism-Collectivism, and Masculinity-Femininity, showing that these dimensions are universal social behaviors in both Eastern and Western cultures. Remarkably, the CVS didn't capture a dimension related to Uncertainty Avoidance. However, it unveiled a new dimension known as "Confucian Dynamism," illustrating a contrast between dynamic, future-oriented mentalities and static, tradition-oriented mentalities associated with Confucius' teachings. The study found a strong association between scores on Confucian Dynamism and economic growth across the surveyed countries between 1965 and 1985 (Hofstede and Bond).

Purpose of the Top Thirty List

Given the reams of material on leadership, and the years that one could spend studying it, and the complexity of the variables that influence it, trying to distill all of that learning into a short list of top insights is both a difficult task and a worthy goal. Even more importantly is to focus on turbulent times or times of change when leadership appears to become more important than other factors when looking for a positive outcome after the change. It was just this goal that we took on over a two year period. Thirty top insights was determined to be enough to cover the spectrum of insights without becoming an overwhelming task, and fit easily into a course semester (covering 2 each session).

Method

The initial task was to review as much research as we could. While not done as a systematic review, an attempt was made to identify a comprehensive list of major research on leadership including both academic and "guru" style leadership findings. The groups started with the "Leadership Summarized" article (Rhoads "Leadership Summarized Major Points of Research") and the 95 referenced articles and books therein. Then more recent research was found and added over the subsequent ten years. In the end, 267 articles and book chapters were reviewed on the topic of leadership and changing times over the course of two years. The larger list was distilled into a top 38 of the most important articles and chapters. As this work took place during a summer course over 2 years, there were two different groups who participated in the review, brainstorming sessions, and discussions. After a thorough review of each by participants, they would present their summaries of the articles during a 4-6 week period of meeting every day on Zoom for an average of five hours. After assigning subsets of the top 38 book chapters and articles to teams for reviewing, the groups got together to brainstorm insights. Initial brainstorm lists were discussed and paired down through voting until a sub-list of 30 was proposed by the first group. The draft list of 30 top insights was further discussed, revised, revised again until a consensus on the specific wording of the 30 topics was agreed upon by the second group. Each member of the group had to make comments before the final vote for the final wording of the insight.

Results

While the initial source or major concept for each insight is referenced, the distillation of the insight is the product of the process described in the methods section. Utilizing the consensus from the final group, here is a complete list of the top 30 insights into great business leadership during times of change, starting with the consensus on the best definition of leadership.

1. Leadership is "*communicating to another person their worth and potential so clearly they are inspired to see it in themselves*". (Covey)
2. The one most important characteristic of a Leader is **Balance**. (Rhoads "Leadership Summarized Major Points of Research")
3. There is a lot of empirical evidence that good leadership increases profits and decreases risk. (Rhoads *Lessons in Leadership*)
4. Leaders take responsibility when things go wrong and give credit to others when things go well. (Mautz)
5. Leadership does not come from position, title, or authority, but rather from the interaction between a team and the person who motivates that team. (Rhoads *Lessons in Leadership*; J. Collins "Level 5 Leadership")
6. Despite their position of power, leaders do not use authority to influence their followers. Leaders maintain healthy relationships with the people who follow them. (Rush)
7. Leaders talk to the people on their teams in a way that **always** maintains their dignity and shows them respect. When shown respect, a team member is less likely to respond defensively when provided corrective feedback, and think more positively about the concern. (Mautz)

8. Management and leadership are not the same thing. Management is more operational while leadership is more visionary. (Mintzberg)
9. Leaders are emotionally mature. Emotional maturity and leadership can be learned. (Goleman)
10. Good leaders manage their own emotions. When adapting, they deal with the emotional components of the change. (Rush)
11. Leaders are ardently committed to a goal that is to the benefit of all. Leaders put aside their personal interests in order to achieve a common goal. (J. Collins "Level 5 Leadership: The Triumph of Humility and Fierce Resolve. (Cover Story)")
12. Leaders understand that people are motivated when they are aware of the rewards, believe they have the capability to complete the task, and trust that when they complete the task they will gain the reward. (Motivation = Valance X Expectancy [Instrumentality]) (Vroom and Sternberg)
13. Leaders understand that what gets rewarded gets done. (Rhoads *Lessons in Leadership*)
14. Leaders understand that if you put a good performer in a bad system, the performer will stop performing well. (Rummler and Brache)
15. Great leaders discover what is universal and capitalizes on it. (Buckingham)
16. Increased globalization and the use of social media has enabled the rise of people into positions of power and influence who do not have the leadership skills necessary for their role. For that reason, it is important for existing leaders to design new transformational processes that mitigate the impact of unqualified leaders. (StręK)
17. When reviewing the outcomes of leadership styles, it becomes apparent that some types of leadership (especially narcissistic and charismatic) focus mostly on the personal ego or financial gain of the leaders themselves. (Harrison and Clough).
18. In the long term, research shows that Level-5, transformational, and authentic leadership tend to provide the best resulting outcomes for the team, group, or company. (Rush; J. Collins "Level 5 Leadership"; Rhoads *Lessons in Leadership*)
19. Inspirational Leadership works best in times of adversity, which should be looked upon as an opportunity rather than an excuse to spiral downward. (Rush)
20. Psychological ownership is a double-edged sword. In good times it has positive outcomes, but when a change is imposed on those tasks, it can have negative effects. The negative effects can be mitigated with transformational leadership skills. (Cocieru et al.)
21. Some researchers on leadership focused on the interaction between the business environment (i.e. the situation) and the leadership characteristics. (Hersey and Blanchard; Hoy and Miskel; Hencley)
22. Non-academic research (i.e. "gurus") on leadership focused more on the ability of a leader to motivate and lead a team of people toward a goal in the business world. (Covey; Buckingham; J. Collins "Level 5 Leadership")
23. In the past, academic research on leadership utilized self-assessment measures that were designed to meet the needs of a hierarchical male-centered military. This mono-cultural, mono-gendered, hierarchical system is often not applicable to business or educational environments. (Rhoads "Leadership Summarized Major Points of Research")

24. Self assessments that measure leadership often telegraph correct answers instead of assessing objective skills and experience of the individual. [To "telegraph" an answer means to give hints or clues within the wording of the item that indicate which answer is "correct"] (Rhoads "Leadership Summarized Major Points of Research"; Murphy)
25. Leaders constantly collect and analyze information about opportunities and threats in the external environment. When they identify a trend, they respond with a balance of optimism tempered by recognizing the "brutal facts". (Rush; J. C. Collins)
26. Good leaders utilize both external benchmarks and balanced scorecards (i.e. internal benchmarks) in order to recognize when there is a need for a change, and to persuade their teams of the importance of changing when needed. (Rush)
27. Change can be long and tough. Good leaders treat change as an ongoing process. (Rush)
28. Leaders utilize several strategies to help prepare their companies for dealing with change, especially during uncertain times. They frequently introduce innovations. They implement recognition and reward systems, collective learning, and intrapreneurship programs. They seek feedback in order to take into account the constantly changing preferences of consumers. They utilize the collective experience of other leaders, team members, and feedback from external sources as a basis for change initiatives. They do not rely solely upon authority to dictate change initiatives. (Rush)
29. Good leaders react to threats and changes quickly. The speed of the adaption depends upon the types of products and services the company provides. The speed of adaption must be faster when products or services are leading-edge or unique. (Rush)
30. Good leaders take care of themselves first. They utilize many ways to stay healthy and reduce stress including eating a well-balanced diet, maintaining emotionally-healthy relationships, and frequently engaging in stress-reducing activities (such as tai chi, meditation, yoga, Pilates, non-competitive hiking, biking, swimming, or walking). These low-impact repetitive pursuits increase the "relaxation response" that changes a person's brain chemistry, enabling them to remain calm and in control emotionally even in the midst of a crisis. Practicing these behaviors long-term increases resilience and the leader's ability to overcome adverse conditions.(Rhoads *Lessons in Leadership*)

Discussion

As noted earlier, no one could skip the discussion and just acquiesce; each group member had to comment and share their thoughts. Before the final vote, the discussion on each one of these insights were generally passionate, with certain members of the group presenting a strong case for either a different insight or a change in wording for the existing insight. For example, the first of the insights, the top definition, had many contenders for the final definition. The reasons that persuaded the consensus for the Covey definition was simplicity and the focus on enabling and encouraging others in a measurable and meaningful way.

Similarly, there were many views on the one single most important thing about leadership (*balance*), but in the end, the word *balance* seemed to encompass all the others and it was the only *single* word that could do so. Others – such as *resolve* and *dedication* were proposed but in the end the group could only agree on *balance*.

One of the more difficult issues was that while there was empirical evidence that leadership correlated highly with profits and/or return on investment, that research was generally observational rather than experimental. There have not been any random control studies that could provide evidence of causation. Nonetheless, given the studies that we do have (most notably the paired-company research of Jim Collins) it's fair to judge leadership as an influential variable in return on investment.

The issue of "credit" was also discussed in detail as the fourth insight notes that leaders take responsibility when things go wrong and give away credit when things go well. It was pointed out that this works well as

long as the group knows and acknowledges the influence of the leader on the good outcome. Sometimes, often in situations where the leader is a woman or minority, the unacknowledged activity can become part of a pattern, improving the profile of people who didn't influence the outcome while impacting the profile of the actual leader negatively. So this insight cannot always be deployed optimally. But generally when a leader acknowledges the contributions of others on a job well done, because the leader is known, it reflects well on both the leader and the team. And when a leader takes responsibility for poor performance, it is usually well-known that they, themselves, did not cause the poor performance. But it takes the pressure off the team members so that they can focus on solutions rather than assessing blame to other team members.

It is also important to recognize that leadership can be done from "behind". That is, leaders can focus on leadership behavior while following others who are designated with the position, title, or authority. So leadership itself does not come from the position, but rather from the behaviors of the leader and the outcome of the activity.

The *way* leaders talk to their teams is important. Leadership always show respect and work to maintain the dignity of all team members at all times. Coaching and corrections to improve outcomes must be done carefully and respectfully.

The group felt that it was important to acknowledge that management and leadership were not the same thing, as discussed in the introduction of this paper. It is difficult to be visionary if one is bogged down in the tactical operations of today, and leaders by definition need to be more visionary than operational.

The next two insights focus on the emotional control of the leader, and the necessary understanding of the leader on the emotions of their teams especially during times of change. It is also noted that this emotional control is not necessarily an inherent personality trait, but is a behavior that can be learned over time.

The eleventh insight relies heavily on Jim Collin's work and the insistence that leaders put the needs of the organization ahead of their own. This may be one of the most difficult, and most telling, characteristic of leadership.

The twelfth insight relies upon the definition of motivation according to Vroom and Sternberg which states that people are only motivated when they know of the award and believe they can obtain it. The next insight also talks about rewards, noting that there must be rewards in order to get anything done.

The fourteenth insight recognizes the importance of the system; the specific processes and procedures that make up the environment of the work. The fifteenth insight relies upon Buckingham's concept that there is one great thing that must be utilized to progress.

The sixteenth insight was discussed in much more detail than some of the others. It is a bit more complex, requiring a discussion of social media and its impact on our perceptions of who is and is not a leader. Since social media might be considered "shallow" understanding, it was noted that there has to be systems in place to ensure that non-leaders (i.e. people without the proper leadership characteristics) do not rise to decision-making levels that might prove detrimental or, if they do, there are processes in place to remove them so that they cannot do long-term damage while in that position.

The next three insights focus on the different leadership styles, culminating in the statement that during times of adversity, research shows that Inspirational Leadership appears to be the style that works the best.

The twentieth insight reminds us that a company may initially benefit from "psychological ownership" of the employees (i.e. they feel ownership over the processes and procedures under their control), but that this benefit may turn into a negative during necessary times of change. Similarly, the next insight talks about the interaction of the business environment and the leadership characteristics or style.

The group felt that the difference between the gurus of leadership and the academic study of leadership needed to be delineated. Additionally, the past academic study of leadership has overly focused on military leadership which was, in the past, male-centered and hierarchical. Since businesses don't necessarily run hierarchically, and they may not be led by a male, sometimes that academic leadership research is not applicable in business and education.

The twenty-fourth insight reminds us that often leadership measurement is self-assessed, which has a multitude of issues, especially regarding the telegraphing of the "right" answer.

The last five insights go back to identifying exactly what leaders do; including collecting and analyzing information, utilizing benchmarks and balanced scorecards to identify when and how to change. It is also noted that leadership is a long-term, not a short-term phenomenon. By frequently introducing innovation into a business environment, leaders can prime the environment so that when required change is introduced during uncertain times, the team is better prepared to deal with it.

Finally, the last insight talks about the importance of leaders taking care of themselves first so that they can be available to help others. Practicing stress-reducing activities is a long-term strategy for developing the resilience necessary to deal with the emotional turmoil of a crisis.

Limitations

There are many limitations of this project. It is a subjective view of a complex subject. The groups were, undoubtedly, influenced by the primary instructor's views (though based upon the level of discussion, the group often overrode the instructor's preference for both the insights and the wording of the insight while staying within the realm of consensus). The final list of thirty insights is definitely not the work of any one person, but has gone through a relatively rigorous process to make the final cut.

Another limitation has also been identified earlier; the amount of unbiased random-control research in the realm of leadership is little to none. Since our dataset is limited to observational research, the final conclusions are, in the end, simply our opinions of the dataset outcomes.

Furthermore, as the two phases of this project occurred over a two year period, the current events of the times may have influenced the choice and wording of the insights. The insights are meant to be universal and not connected specifically to any particular time period, but we cannot be assured that that is the case.

Conclusions

In conclusion, distilling a huge amount of research and readings on leadership is a daunting task, but can be accomplished with time and consensus-building activities. Identifying the thirty most important insights into leadership, especially during times of change, is a worthy endeavor and will be helpful to others seeking information on leadership.

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